

CHESNEE MIDDLE

805 South Alabama Avenue
Chesnee, SC 29323

GRADES 6-8 Middle School

ENROLLMENT 500 Students

PRINCIPAL Dale Campbell 864-461-3900

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	24	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

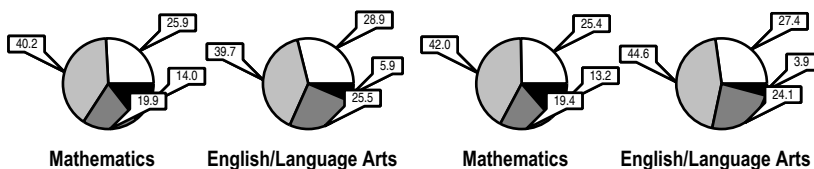
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	500	100.0	28.9	39.7	25.5	5.9	41.2	Yes	Yes
Gender									
Male	270	100.0	35.7	38.0	22.7	3.5	36.5		
Female	230	100.0	21.1	41.7	28.7	8.5	46.6		
Racial/Ethnic Group									
White	428	100.0	25.8	40.6	26.8	6.8	45.0	Yes	Yes
African-American	58	100.0	48.1	31.5	20.4	0.0	20.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	33.3	66.7	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	431	100.0	21.7	42.7	28.8	6.8	47.8		
Disabled	69	100.0	72.1	22.1	5.9	0.0	1.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	500	100.0	28.9	39.7	25.5	5.9	41.2		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	492	100.0	28.2	39.9	25.9	5.9	41.8		
Socio-Economic Status									
Subsidized meals	226	100.0	38.1	42.8	15.8	3.3	29.3	Yes	Yes
Full-pay meals	274	100.0	21.3	37.3	33.5	8.0	51.0		

Mathematics - State Performance Objective = 15.5%									
All Students	500	99.8	25.8	40.3	19.9	14.0	44.2	Yes	Yes
Gender									
Male	270	99.6	28.3	37.0	18.9	15.7	44.9		
Female	230	100.0	22.9	43.9	21.1	12.1	43.5		
Racial/Ethnic Group									
White	428	99.8	22.4	41.0	20.5	16.1	48.0	Yes	Yes
African American	58	100.0	51.9	29.6	16.7	1.9	22.2	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	11.1	77.8	11.1	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	431	100.0	19.8	41.7	22.2	16.3	49.8		
Disabled	69	98.6	62.7	31.3	6.0	0.0	10.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	500	99.8	25.8	40.3	19.9	14.0	44.2		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	492	99.8	25.5	40.0	20.2	14.3	44.9		
Socio-Economic Status									
Subsidized meals	226	99.6	36.4	39.3	17.3	7.0	30.8	Yes	Yes
Full-pay meals	274	100.0	17.1	41.1	22.1	19.8	55.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	168	100.0	30.5	39.0	26.2	4.3	30.5
	Grade 7	150	99.3	24.3	47.9	25.0	2.9	27.9
	Grade 8	182	99.5	27.8	54.4	16.0	1.8	17.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	100.0	36.8	34.7	22.6	5.8	28.4
	Grade 7	159	100.0	27.0	43.4	25.2	4.4	29.6
	Grade 8	152	100.0	23.2	41.1	29.1	6.6	35.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	168	100.0	20.1	45.1	22.0	12.8	34.8
	Grade 7	150	100.0	29.8	36.2	17.0	17.0	34.0
	Grade 8	182	100.0	35.5	48.5	10.7	5.3	16.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	100.0	22.6	32.1	26.8	18.4	45.3
	Grade 7	159	99.4	19.6	47.5	15.8	17.1	32.9
	Grade 8	152	100.0	37.7	41.7	15.2	5.3	20.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 500)				
Students enrolled in high school credit courses (grades 7 & 8)	7.4%	Up from 5.9%	14.8%	14.6%
Retention rate	1.0%	Up from 0.2%	2.1%	3.0%
Attendance rate	95.4%	Up from 94.4%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		5.4%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%		5.3%	5.3%
Eligible for gifted and talented	11.7%	Up from 11.0%	19.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.3%	Up from 13.0%	14.7%	13.9%
Older than usual for grade	0.8%	Down from 1.8%	3.4%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	1.0%	0.9%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	54.3%	No change	48.3%	48.7%
Continuing contract teachers	100.0%	No change	85.2%	81.7%
Highly qualified teachers**	96.7%	N/A	90.4%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.8%	5.3%
Teachers returning from previous year	98.0%	Up from 94.6%	87.6%	85.1%
Teacher attendance rate	94.8%	Down from 94.9%	94.8%	94.8%
Average teacher salary	\$43,912	Up 2.8%	\$40,892	\$40,566
Prof. development days/teacher	7.1 days	Down from 7.8 days	10.8 days	11.0 days

School				
Principal's years at school	1.0	Down from 12.0	4.0	3.3
Student-teacher ratio in core subjects	19.9 to 1	Up from 15.1 to 1	22.4 to 1	21.3 to 1
Prime instructional time	89.5%	Up from 88.0%	89.5%	89.3%
Dollars spent per pupil*	\$6,381	Up 4.4%	\$5,666	\$5,821
Percent of expenditures for teacher salaries*	62.0%	Up from 60.8%	62.7%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	81.6%	Up from 78.4%	95.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was an exciting educational endeavor for Chesnee Middle School. It was a year of several firsts. The students of CMS nominated their first Student Council members. The Aerie, the school newsletter, was published and distributed to students and parents for the first time. Another exciting first was a luncheon and awards ceremony held in honor of students who scored Proficient on PACT. We were also delighted to send two students to the Spartanburg Junior Writing Project at USCS on scholarships funded by the PTA for the first time.

Writing was also a focal point of the curriculum at Chesnee Middle School. Students entered contests and were published in numerous publications. Some of the contests include the following: Palmetto Book Alliance Letters about Literature, Santee Cooper Environmental Essay Contest, Greatest Grandparents, Blues Lab Song Writing Contest, Spartanburg County Public Library's Rhymes and Rhythms Contest. Many students were published in Anthology of Poetry by Young Americans, Creative Communications, and Maggie's Drawers.

Community service is a strength of Chesnee Middle School. Students poured out their hearts as they helped those less fortunate. Students made Christmas ornaments and cards to send to the Chesnee Senior Center. Decorated boxes filled with goodies were collected for Samaritan's Purse. Canned goods were collected and distributed to needy families. For the first year students and faculty participated in the March of Dimes Walk America. CMS exceeded their goal by collecting \$1,048.94 and having the largest school group to walk in Spartanburg County. Students also raised \$4100.00 for the Leukemia Foundation's Pennies for Patients.

CMS celebrated numerous other accomplishments during the 2003-2004 school year. Other accomplishments include the following: 15 students qualified as Junior Scholars, CMS student won the District Spelling Bee for the second consecutive year, 10 girls were nominated for the Leadership Institute of Columbia College, 100% of the students passed the EOC for Algebra I. Chesnee Middle School looks forward to the 2004-2005 school year as they continue to provide quality instruction by a compassionate and dedicated faculty and staff.

Dale R. Campbell, Principal
Joe Greene, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	138	49
Percent satisfied with learning environment	100.0%	80.9%	72.3%
Percent satisfied with social and physical environment	100.0%	86.0%	70.8%
Percent satisfied with home-school relations	61.3%	90.4%	54.2%

*Only students at the highest middle school grade level at this school and their parents were included.